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ABSTRACT

This document provides findings of a National Catholic Educational Association (NCEA) survey of Catholic elementary school finances for the school year 1992-93. The survey of 1,028 Catholic elementary schools (out of a total of 7,174) elicited returns from 619 schools, a 60 percent response rate. The sample represents almost 9 percent of all Catholic elementary schools in the United States. The survey gathered information on average administrator and personnel salaries, amount per student spent on instructional materials, the average tuition for various programs, tuition assistance, and average per-pupil cost. Findings indicate that the largest burden of educating the students was borne by children's parents through their tuition payments. The parish community provided additional support. The average tuition charged for the first child of a family in the parish was $1,152. Eighty-eight percent of the schools had a tuition scale for families with more than one child attending the school. Seventy-five percent of the schools had some form of tuition assistance. Ninety percent of the schools received a parish subsidy, and 37 percent had an endowment program. The average per-pupil cost was $2,044. Twenty-eight exhibits are included. Appendices contain a copy of the survey and followup letter and a list of responding schools. (LMI)

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BALANCE SHEET FOR CATHOLIC ELEMENTARY SCHOOLS:

1993 Income and Expenses

Robert J. Kealey, Ed.D.
Executive Director
Department of Elementary Schools

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National Catholic Educational Association

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HIGHLIGHTS

The information presented in this study is based upon a random sample of Catholic elementary schools from across the United States. This sample represents 8.63% of all the Catholic elementary schools. The data reported are based on the 1992-93 school year.

- The average tuition charged for the first child of a family in the parish was $1,152.
- Eighty-eight percent of the schools had a tuition scale for families with more than one child attending the school.
- Seventy-five percent of the schools had some form of tuition assistance.
- Seventy-six percent of the schools had a tuition scale for children from another parish and for non-Catholic children.
- Ninety percent of the schools received a parish subsidy.
- Thirty-seven percent of the schools had an endowment program.
- The average per-pupil cost was $2,044.
- Fifty-four percent of the per-pupil cost was covered by payments received for the tuition and fees charged.
- The average salary for lay principals was $32,160.
- The average salary for a beginning teacher with a bachelor's degree was $15,676.
- The average salary for all teachers with bachelor's degrees and higher was $19,132.
- The average amount spent per student on instructional materials was $553.
- Forty-three percent of the schools had a prekindergarten program.
- The average tuition for full-day prekindergarten programs was $1,615.
- Ninety-one percent of the schools had a kindergarten program.
- The average tuition for full-day kindergarten programs was $1,344.
- Forty-nine percent of the schools had an extended-day program.

INTRODUCTION

Since the 1969-70 school year, the National Catholic Educational Association (NCEA) has published statistical reports on Catholic elementary and secondary schools in the United States. Extensive data on these schools and other private schools did not exist prior to that time. This information was needed to understand this significant sector of the American educational enterprise, to provide a basis for informed discussion regarding potential forms of federal and state assistance to the students attending these schools, and to encourage improved local management. The more recent practice of NCEA has been to issue financial reports every year; however, in fiscal years ending in an odd number the report focused on elementary schools and in fiscal years ending in an even number the report focused on secondary schools.

In 1989, the NCEA Department of Elementary Schools Executive Committee requested more detailed information on the finances of Catholic elementary schools. This report, therefore, includes national data on tuition; parish subsidy; salaries of principals, teachers, and other support personnel; benefits; finances related to preschool programs; and school efforts regarding development. The information is also published according to the location of the school (inner city, urban, suburban, or rural), the geographic area of the country, the size of student enrollment, and the sponsorship of the school (parish, interparochial, diocesan, or private).

The Department of Elementary Schools Executive Committee believes that by making known such extensive information, decision-makers on the diocesan and school levels will be better informed. This information will assist them to evaluate their own financial situation and to plan for the future. The executive committee also believes that by making public such information, those who seek to assist Catholic elementary schools will have a clearer picture of the financial contribution that Catholic school parents make to the total education of their children and the financial contribution that tens of thousands of Catholic elementary school educators make to the good of American society.

The quality of Catholic education has been documented in many research studies. More recently, the comparison of Catholic school eighth grade students with eighth grade students in government-controlled schools has demonstrated the superior performance of Catholic school students (Sebring & Camburn, 1992). This superior performance is especially noteworthy when the success of the students from both systems is compared with the per-pupil cost for students in both systems.

Someone who is unfamiliar with Catholic education may wonder why hundreds of thousands of parents are willing to pay high tuitions for the education of their children in Catholic elementary schools. Numerous studies show that parents place their children in Catholic schools for three reasons. Parents recognize the superior academic achievement of Catholic school students over students in government-owned schools; this is especially true in the inner cities of the United States. Parents see in Catholic schools secure and disciplined learning environments which nurture children. Finally, parents acknowledge that children must be exposed to a total education, which includes growth in religious awareness and a critical evaluation of the world in light of basic moral principles.

Someone who is unfamiliar with Catholic education may also wonder why tens of thousands of Catholic elementary school teachers are willing to teach in these schools for salaries substantially below those generally earned by teachers in government-sponsored schools. While no current attitudinal study of Catholic school teachers can so neatly explain their presence in Catholic schools, a plethora of anecdotal information suggests their reasons parallel parental priorities. Catholic school teachers recognize that they share in the teaching ministry of Jesus. They value providing a total education to students. Teachers model for the students and the students model for the teachers the meaning of Jesus' message in today's world. Teachers treasure being with their students in the joint pursuit of the truth, even when the truth is elusive and ultimately causes them to alter their ideas and behaviors. Although

the salaries of Catholic school teachers are not as competitive compared to other educators, Catholic education offers added dividends that these educators prize.

The NCEA Department of Elementary Schools acknowledges with gratitude the work of Tara McCallum, who organized the production and distribution of the questionnaire, entered into the computer system all the information from the over 600 schools, edited this manuscript, and oversaw the production of this publication. The Department of Elementary Schools gratefully acknowledges Alfred and Linda Brown of Ministry of Systems Development, Washington, DC, who designed the computer program to analyze the data and provided the author with readable tables to create this report.

Finally, the Department must acknowledge the contribution made by over 600 responding schools. The principals of these schools and those others who assisted in completing the questionnaire gave generously of their time. Their willingness to share their information enables all to have a clearer picture of the finances of Catholic elementary schools. Without their willing support, this major advance in understanding Catholic elementary schools would not be possible.

The information presented here is factual; the author leaves to the reader the interpretation. The author would be remiss in his duty, however, if he did not remind the reader to reflect on the data in light of the social teachings of the Catholic Church, the pastorals of the American bishops, the obligation of the entire Catholic community to assist in passing on the faith to the next generation, and the obligation of all Americans to insure a literate citizenry.

The Department of Elementary Schools Executive Committee trusts that those who read this report, no matter what their association to Catholic education, will be motivated to action. Catholic elementary schools provide a public service by educating students to become leaders in America and by instilling in these students the values of perseverance in their search for the truth, justice in their relationships with others, honesty in all matters, concern for those who are less favored, and the courage to stand by their convictions. Everyone who reads this report has an obligation to see that this effective system of education expands.

Robert J. Kealey, Ed.D.
Executive Director
Department of Elementary Schools
Feast of St. John the Baptist, 1994

Chapter 1
METHODOLOGY

CONTENT

The records of the early missionaries who came to these lands indicated that schools were an important aspect of their missionary endeavor. Several Catholic schools providing an education today can trace their roots back to the eighteenth century. When more formal education became a necessity during the second half of the nineteenth century and first part of the twentieth century, Catholic schools rapidly expanded across the United States.

During the 1992-93 school year, 1,983,725 students were enrolled in Catholic elementary schools. These students attended programs from preschool through the eighth grade in 7,174 different schools (Brigham, 1993) in all 50 states and the District of Columbia. Over 11% of these students were not of the Catholic religion. Providing education to these students were 109,825 (full-time equivalent) teachers and administrators. The 1992-93 school year marked the second year since 1964 that the total Catholic elementary school enrollment had increased over the previous year.

This vast educational enterprise was financed almost entirely by the Catholic community. Federal programs did provide some assistance to the students who were educationally and economically deprived. A few states (e.g., New York and Pennsylvania) reimbursed teachers and school administrators for maintaining mandatory records such as attendance, health, and achievement. Most states, however, provided no assistance, not even school buses to transport the students to class (e.g., Missouri and Virginia).

As this report shows, the largest burden of educating the students was borne by the children's parents through their tuition payments. The parish community, which included these parents, provided additional support.

Based upon the per-pupil cost to educate a child in the government-controlled schools during the 1992-93 school year, the parents of Catholic elementary school students provided a financial gift, in addition to the taxes that they paid, to the various local, state, and federal governments of over $15 billion, which is the approximate cost governments would have paid if all Catholic elementary school students had attended public schools.

QUESTIONNAIRE

Development of Questionnaire

The instrument used to acquire the data for this study was an 89-item questionnaire, Survey of Catholic Elementary School Finances, 1992-1993 School Year. Appendix A presents a copy of the questionnaire. Four sections composed this instrument:

Section 1	School Demographics	19 items
Section 2	Financing	19 items

Section 3	Compensation	42 items
Section 4	Special Issues	9 items

This questionnaire was based upon the instrument used in the study of Catholic elementary school finances for the 1988-89 school year and the questionnaire used for the 1990-91 school year. See page 2 of *United States Catholic Elementary Schools & Their Finances 1989* (Kealey, 1990) for a detailed description of the development of this instrument. A few changes were made in the instrument for the present study, as a result of suggestions received from the field and of the experience gained from the 1989 and 1991 studies.

Distribution of Questionnaire

On September 20, 1993, the questionnaire was mailed to the sample of schools. This date was selected for several reasons. This study is based upon the finances for the 1992-93 school year, the 1993 school fiscal year. By September of 1993, all costs for the previous school year should have been tabulated. The data given, therefore, would be as complete as possible and represent real figures, not projections.

By this date, the school year was underway and the administrators would not have as many distractions as during the first few weeks of school. Each of the schools received a cover letter and an instrument.

As each school returned the questionnaire, the school's name was noted on the master list. All information regarding individual schools is kept completely confidential. The returned questionnaires were due at the offices of the National Catholic Educational Association by October 8, 1993.

On November 2, 1993, a second request for participation in the study was sent to all the schools that had not responded by the due date. Enclosed with the letter was a second copy of the questionnaire. A copy of this letter is contained in Appendix B.

December 1, 1993, was the cut-off date for including returned completed instruments in the analysis of the data for this study. Appendix C lists the schools that returned questionnaires by the cut-off date.

SAMPLE

Participating Schools

During the 1992-93 school year, 7,174 Catholic elementary schools provided education to almost two million students in prekindergarten to grade eight. In order to ensure a sample of sufficient size to be included in the various subgroups of this study, a decision was made to distribute 1,028 questionnaires. This is more than 14% of all U.S. Catholic elementary schools.

The schools selected to participate in this project were chosen at random, using every seventh elementary school on the NCEA roster of schools according to zip code. This random selection ensured that each state would have in this survey a percentage of schools comparable to the number of Catholic elementary schools in the state.

The completed questionnaires began arriving at NCEA in late September. The questionnaires of seven schools were returned to NCEA by the U.S. Postal Service as undeliverable. These schools either closed or moved and forwarding addresses were unavailable. The number of questionnaires actually distributed, therefore, was 1,021. Of this total, 628 completed questionnaires were received by NCEA. This represents a return rate of 61%. Responses were received from 47 states, the District of Columbia, and Puerto Rico. No response was received from Alaska, which has only 4 Catholic elementary schools, Oklahoma, which has 29, and Wyoming, which has 6.

Only 619 questionnaires were included in the actual study. This was because some of the instruments returned were not sufficiently filled out to be useable, and one instrument was received too

late to be processed. The schools in this study represent 60% of the questionnaires originally distributed and 9% of all Catholic elementary schools in the United States.

School sponsorship

Catholic elementary schools were sponsored by the parish community, by two or more parishes (called an interparochial school), by the diocese, or by a religious community or separate board of education (called private school). Exhibit 1 shows the percentage of responding schools and the percentage of all U.S. Catholic elementary schools in 1992-93 according to each of the four types of sponsorship.

EXHIBIT 1
Percentages of Responding Schools and of All Schools by Sponsorship

Sponsorship	% Respondents	% All Schools
Parish	79.9	84.4
Interparochial	8.9	9.8
Diocesan	8.4	1.9
Private	2.8	3.9

Note. The data in column 3 are from Brigham, 1993, p. 12.

Location of schools

One of the identification questions on the survey asked the respondent to indicate if the school's location was inner city, urban (non-inner city), suburban, or rural. Exhibit 2 shows the percentage of responding schools in each of the four locations and the percentage of all U.S. Catholic elementary schools in these locations in 1992-93.

EXHIBIT 2
Percentages of Responding Schools and of All Schools by Location

Location	% Respondents[a]	% All Schools
Inner City	18.2	12.7
Urban	30.0	32.9
Suburban	31.4	31.1
Rural	20.2	23.3

Note. The data in column 3 are from Brigham, 1993, p. 13.
[a]Percentages total less than 100% due to rounding.

Geographic regions of the country

In all of its statistical reports, NCEA divides the country into the six regions listed below.

Region 1, New England - Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont

Region 2, Mideast - Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania

Region 3, Great Lakes - Illinois, Indiana, Michigan, Ohio, Wisconsin

Region 4, Great Plains - Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota

Region 5, Southeast - Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia

Region 6, West/Far West - Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oklahoma, Oregon, Texas, Utah, Washington, Wyoming

Exhibit 3 shows the percentage of responding schools in each of the regions and the percentage of all U.S. Catholic elementary schools by region during the 1992-93 school year. In all geographic regions, this financial study reflects within two percentage points the actual percentage of schools in the region.

EXHIBIT 3
Percentages of Responding Schools and of All Schools by Region

Region	% Respondents[a]	% All Schools
New England	6.5	6.5
Mideast	26.0	27.6
Great Lakes	28.3	26.3
Great Plains	11.2	11.6
Southeast	11.6	11.3
West/Far West	15.4	16.7

Note. The data in column 3 are from Brigham, 1993, p. 11.
[a]Percentages total less than 100% due to rounding.

Size of school enrollment

The final factor considered in this study was the size of the student population in the elementary schools. The four categories of school size corresponded to the four categories that NCEA employs in its other reports: schools with a population of 1-199 students, 200-299 students, 300-499 students, and 500 or more students.

Exhibit 4 shows the percentage of schools in each category in this study. The data reveal that over 67% of the schools had fewer than 300 students in attendance. The average enrollment (prekindergarten through grade eight) in a school in this study was 276 students. Over 83% of the schools had grades through the eighth grade. Twelve percent of the schools ended at the fifth grade and 3% stopped at the sixth grade. Separate middle schools were not popular; less than 1% of the schools started at grade five, six, or seven.

EXHIBIT 4
Percentage of Schools by Enrollment Size

Student Enrollment	% Schools
1-199	35.7
200-299	32.2
300-499	22.7
500 or more	9.5

Chapter I Services

Eighty percent of the schools responding to this survey had students who were eligible to receive some form of Chapter I federal assistance. To qualify for this assistance, students must be economically and educationally deprived. Only about 82% of the schools with eligible children had children who actually received the Chapter I services. This is within two percentage points of figures Brigham (1993) reported.

Exhibit 5 shows the percentage of schools with students eligible for Chapter I services and the percentage of those schools with children who actually received such services.

EXHIBIT 5
Percentage of Schools with Students Eligible for Chapter I Assistance and Percentage of Those Schools with Students Who Received Assistance by Location, Sponsorship, and Enrollment Size

	% Schools with	
Location	**Eligible Students**	**Assisted Students**
Inner City	93.8	88.6
Urban	75.0	76.2
Suburban	69.3	83.2
Rural	93.4	83.5
Sponsorship		
Parish	75.6	81.7
Private	53.3	77.8
Interparochial	84.9	84.8
Diocesan	88.2	86.7
Student Enrollment		
1-199	87.6	83.5
200-299	72.7	81.8
300-499	72.7	81.8
500 or more	64.2	82.4
National	80.2	82.5

Family Income

Over 92% of the families had dual incomes, i.e., both parents were working during 1992-93. Exhibit 6 presents the percentage of families within set income levels. These figures are based on estimates provided by the person who completed the questionnaire.

EXHIBIT 6
Percentage of Families in Set Income Brackets

Income	% Families[a]
$ 0-$15,000	11.6
$15,001-$25,000	21.5
$25,001-$35,000	25.1
$35,001-$50,000	23.4
More than $50,000	18.3

[a]Percentages total less than 100% due to rounding.

REFERENCES

Brigham, F. H. (1993). *United States Catholic Elementary and Secondary Schools 1992-1993: Annual Statistical Report on Schools, Enrollment and Staffing.* Washington: National Catholic Educational Association.

Kealey, R. J. (1990). *United States Catholic Elementary Schools & Their Finances 1989.* Washington: National Catholic Educational Association.

Sebring, P. A., & Camburn, E. M. (1992). *A Profile of Eighth Graders in Catholic Schools.* Washington: National Catholic Educational Association.

Chapter 2

INCOME

TUITION

Tuition was defined in this study as money paid directly to the school for the education of the child.

Determining the average tuition for all Catholic elementary school students is very difficult. Many schools have a sliding tuition scale for families with two or more children attending the same school. A different scale is used for Catholic students who are not members of the parish sponsoring the school. A separate tuition scale exists in many schools for non-Catholic children. In some parishes, a negotiated, or fair-share, tuition policy exists. Some schools have a different tuition for children in different grades. Another common practice is to charge one tuition rate when it is paid yearly and a higher rate when it is paid monthly. Finally, many parishes provide reduced tuition for families experiencing financial difficulties. Considering all these factors and arriving at an average tuition is next to impossible.

For this survey, the respondents were asked to indicate the tuition charged for the first child in a family that was a member of the parish. This tuition frequently is the amount from which all the other tuitions are derived. In the section that follows, the tuition is only for children in grades one to eight. In a later section, the tuition in preschool and kindergarten programs is examined.

A few schools (less than 3%) charged no tuition at all in 1992-93.

Tuition for Catholic Children in the Parish

According to this survey, about 78% of the student body in these Catholic elementary schools were members of the parish. The average tuition for the first Catholic elementary school child of a family in the parish in grade one to grade eight was $1,152 during the 1992-93 school year. NCEA reported the average tuition for such a child during the 1990-91 school year to be $969 (Kealey, 1992). The 1993 tuition represents an increase of 19% over the two-year period since the previous study was reported. This increase is much higher than the 4% increase that occurred between 1989 and 1991.

The average tuition in 1992-93 for one child in grades one to eight in the private schools that responded to this study was $2,388.

The average tuition for ninth grade students in Catholic secondary schools surveyed during the 1991-92 school year was $2,817 (Guerra, 1993).

In 1992-93, about 88% of the responding Catholic elementary schools had a special tuition for families with more than one child in the school.

Tuition in elementary schools varied according to the geographic region of the country. The lowest average tuition during the 1992-93 school year was in the Great Plains states, $343 less than the national average, while the West/Far West states had the highest average tuition, $304 more than the national average. Exhibit 7 shows the 1992-93 average tuition according to the geographic regions of the country.

EXHIBIT 7
Average Tuition by Region

Region	Tuition
New England	$1,150
Mideast	$1,303
Great Lakes	$ 885
Great Plains	$ 809
Southeast	$1,365
West/Far West	$1,456
National	$1,152

Tuition also varied according to the location of the school. Rural schools charged the lowest tuition, an average of $851, while suburban schools charged the highest tuition, an average of $1,334. The respondents to the questionnaire designated their own location according to the four categories given. Exhibit 8 shows the 1992-93 average tuition by school location.

EXHIBIT 8
Average Tuition by School Location

Location	Tuition
Inner City	$1,142
Urban	$1,169
Suburban	$1,334
Rural	$ 851
National	$1,152

This research does not support the belief that the highest tuitions are charged in inner-city schools. The data indicate that students in the inner-city schools had the third highest average tuition, about $200 less than the average tuition in suburban schools and about $300 more than the average tuition in rural schools.

The smallest schools, those schools with 1-199 students, had the lowest average tuition during 1992-93, $915. This might seem surprising at first glance, because certain fixed expenses have been associated with a school no matter what the size. Most of the smaller schools, however, were located in rural areas, where the average tuition was $301 less than the national average. Exhibit 9 shows the average tuition in 1992-93 according to school size.

EXHIBIT 9
Average Tuition by Enrollment Size

Student Enrollment	Tuition
1-199	$ 915
200-299	$1,330
300-499	$1,237
500 or more	$1,291
National	$1,152

Exhibit 10 shows the average tuition charged during the 1992-93 school year according to school sponsorship. Not surprisingly, private schools had the highest average tuition, since they do not have parish or diocesan support. Diocesan schools charged the lowest average tuition, maybe because diocesan funds are used to support such schools and because many of these schools are located in poor areas of the country.

EXHIBIT 10
Average Tuition by Sponsorship

Sponsorship	Tuition
Parish	$1,096
Interparochial	$1,397
Diocesan	$1,071
Private	$2,389
National	$1,152

Average Tuition and Fees Received

In an effort to derive an average tuition and fees or cost to all parents, the instrument asked respondents to indicate the average tuition and fees the school received for each child. The respondents were instructed to use the figure for the total tuition and fees received from all students and then divide that amount by the total number of students in the school. The average of theses responses came to $1,106. This average cost for the 1992-93 school year is $46 less than the average tuition cost for one child, $1,152. Several reasons account for this: Most of the schools (88%) had a sliding tuition scale for families with more than one child in the same school; most of the schools (about 75%) had different forms of tuition assistance; and in some of the schools tuition varied according to grade level.

EXHIBIT 11
Average Tuition and Fees School Received by Region, Location, and Enrollment Size

	Tuition and Fees Received
Region	
New England	$1,123
Mideast	$1,297
Great Lakes	$ 819
Great Plains	$ 630
Southeast	$1,448
West/Far West	$1,442
Location	
Inner City	$1,171
Urban	$1,248
Suburban	$1,178
Rural	$ 739
Student Enrollment	
1-199	$ 742
200-299	$1,210
300-499	$1,405
500 or more	$1,215
National	$1,106

The average cost to parents of $1,106 is 54% of the average per-pupil cost for the 1992-93 school year. This percentage is close to (two percentage points higher) the average percentage that was calculated from responses to questionnaire item #38a, which asked respondents to indicate the percentage of their income from tuition and fees.

Tuition Assistance

In about 75% of the Catholic elementary schools surveyed, some form of tuition assistance was offered.

Tuition assistance varied slightly according to school size and location of the school. While the average tuition was highest in the West/Far West, over 79% of the schools in that part of the country offered tuition assistance. In the Mideast, only about 66% of the schools offered tuition assistance. Exhibit 12 shows the percentage of schools in 1992-93, according to region, location, and school size, that offered tuition assistance.

EXHIBIT 12
Percentage of Schools that Offered Tuition Assistance by Region, Location, and Enrollment Size

	% Schools
Region	
Northeast	74.36
Mideast	65.81
Great Lakes	75.15
Great Plains	70.15
Southeast	79.41
West/Far West	90.11
Location	
Inner City	69.44
Urban	75.42
Suburban	75.82
Rural	75.63
Student Enrollment	
1-199	67.18
200-299	76.14
300-499	81.45
500 or more	76.92
National	74.66

Tuition for Non-parish Students

Over 76% of the Catholic elementary schools in this study had a separate tuition scale for students who were not members of the parish that sponsored the school. An average of about 23% of the student body did not belong to the parish sponsoring the school.

Tuition for Catholic Students from Other Parishes

The average tuition for one Catholic child who was not a member of the parish, an average 13% of the student body, was $1,504 during 1992-93. This is 131% of the average tuition charged to one Catholic student within the parish. Rural schools charged the lowest average tuition for such students, $1,073. Suburban schools charged the highest average tuition for such students, $1,702.

Tuition for Non-Catholic Students

During the 1992-93 school year, 11.4% of the students enrolled in all Catholic elementary schools were non-Catholic (Brigham, 1993). In this study, almost 11.4% of the students were identified as non-Catholic.

The average tuition for one non-Catholic child in a Catholic school was $1,631. This is 142% of the average tuition charged to one Catholic student within the parish and 108% of the average tuition charged to Catholic students who were not members of the parish. Exhibit 13 presents a comparison of the average tuition scales for non-parishioners during the 1992-93 school year.

EXHIBIT 13
Comparison of Special-tuition Scale Averages for Catholic Non-parishioners and Non-Catholic Students by Region, Location, and Enrollment Size

	Non-parishioner Tuition	Non-Catholic Tuition
Region		
New England	$1,427	$1,465
Mideast	$1,375	$1,543
Great Lakes	$1,405	$1,621
Great Plains	$1,355	$1,353
Southeast	$1,748	$1,929
West/Far West	$1,752	$1,879
Location		
Inner City	$1,352	$1,475
Urban	$1,622	$1,727
Suburban	$1,702	$1,860
Rural	$1,073	$1,193
Student Enrollment		
1-199	$1,264	$1,355
200-299	$1,569	$1,681
300-499	$1,773	$1,920
500 or more	$1,665	$1,899
National	$1,504	$1,631

PARISH SUBSIDY

In this study parish subsidy was defined as the amount of money that the parish contributed to the school from sources of income that were specifically designated for parish projects. The parish subsidy might have come from sources such as the Sunday church collection, parish endowment, or parish fund-raisers. Parish subsidy did not include parish debt service or capital improvements.

Schools that Received a Subsidy

Almost 90% of the Catholic elementary schools received a parish subsidy during the 1992-93 school year. This is up two percentage points over the figure reported two years ago.

Only about 80% of the inner-city schools received a parish subsidy in 1992-93, which is up more than three percentage points in the two years since the last study was done. The finances of many inner-city parishes have been severely strained. More of these parishes seem to require the schools to carry their full financial cost. The percentages of rural, urban, and suburban schools that were parish-subsidized are within four percentage points of one another and the national norm.

In this study, school size seems to be associated somewhat with receipt of a parish subsidy. The percentages of the smaller schools that received a parish subsidy are higher than the percentages of larger schools that were subsidized. Exhibit 14 presents the percentage of schools that received a parish subsidy by enrollment size.

EXHIBIT 14
Percentage of Schools that Received a Parish Subsidy by Enrollment Size

Student Enrollment	% Schools
1-199	91.3
200-299	88.7
300-499	89.7
500 or more	83.0
National	89.6

According this study, the geographic region in which the school is located also seems to be associated with receipt of a parish subsidy. The Great Lakes and Great Plains states have the highest percentages of schools that received a parish subsidy, while the West/Far West states have the lowest percentage of schools that were parish-subsidized. Exhibit 15 presents the percentages of schools with a parish subsidy by region.

EXHIBIT 15
Percentage of Schools that Received a Parish Subsidy by Region

Region	% Schools
New England	83.8
Mideast	85.4
Great Lakes	97.7
Great Plains	97.0
Southeast	84.5
West/Far West	81.9
National	89.6

FUND-RAISING

Fund-raising was extensive; only 4% of the schools indicated that they did not hold fund-raisers to generate funds directly for the school. Exhibit 16 shows the percentage of schools that held various types of fund-raisers during the 1992-93 school year.

EXHIBIT 16
Percentage of Schools that Held Various Types of Fund-raising Activities

Fund-raiser	% Schools
Candy Sale	65.1
Raffle	41.2
Social	36.0
Bingo	28.9
Carnival	25.4
Magazine Sale	23.8
Bazaar	22.0
Booster Club	12.6
Night at the Races	4.4

Over the last two years, candy sales have increased four percentage points, magazine sales increased three percentage points, and carnivals and nights at the races each increased two percentage points.

The major responsibility for these fund-raisers was carried out by the parent group in about 73% of the schools and by the school personnel in about 25% of the schools. In nearly 3% of the schools, fund-raising duties were shared by the school staff and the parent organization.

ENDOWMENT FUNDS

In this study an endowment or development fund was defined as capital that was set aside specifically to provide revenue to the school from the interest or earnings that were generated from the principal.

Endowment funds were a new development in financing Catholic elementary schools. They had been widely established for years on the college level; several years ago many secondary schools began establishing their endowment funds. Only within the last few years, however, have a substantial number of parish elementary schools begun to set up such programs. In this study 37% of the schools had an endowment program. This is an increase of five percentage points in two years. Rural schools had the highest percentage of endowment programs, about 55%. The low percentage for inner-city schools (about 29%) may be due to school leaders' belief that their communities have few available funds to support the schools. Some inner-city schools, however, have been able to tap the resources of the alumni who have deep feelings for the schools that provided them with formative education. The percentage of inner-city schools with endowment funds increased by six percentage points during the last two years.

Exhibit 17 presents the percentage of schools in 1992-93 that had endowment funds and the average percentage of total school income these schools received from endowment funds.

EXHIBIT 17
Percentage of Schools with Endowment Funds and Average Percentage of Total Revenue Received from Endowment Funds by Location, Sponsorship, and Enrollment Size

		% Total Revenue
Location	**% Schools**	**Received**
Inner City	28.8	4.4
Urban	36.9	3.7
Suburban	30.9	3.5
Rural	54.9	6.6
Sponsorship		
Parish	35.6	4.3
Private	50.1	5.6
Interparochial	46.2	2.6
Diocesan	37.3	13.8
Student Enrollment		
1-199	44.4	5.3
200-299	32.6	5.6
300-499	31.8	3.6
500 or more	44.4	3.6
National	37.1	4.9

While the national percentage of total revenue received from endowment funds looks impressive in the above table, the reader needs to recall that this figure is for only 37% of the schools surveyed. Almost 5% of the total revenue for these schools came from their endowment funds. The actual revenue from endowments, however, fell by 1% over the two-year period since the last study. This may be because more schools now have endowment programs and because tuition increased by nearly 20% over the two years. Nationally, only 2% of schools' per-pupil cost came from endowment funds during 1992-93. This is because the average principal of the endowment funds in Catholic elementary schools was only $170,448. The Southeast and West/Far West regions had the highest average school endowment funds, over $230,000; nevertheless, a start in this direction has been made.

SUMMARY OF SCHOOL INCOME

The respondents to the survey were asked to indicate the percentages of school income that came from tuition and fees, school fund-raising, endowment, parish subsidy, and other sources. Exhibit 18 presents the averages of the percentages respondents listed.

EXHIBIT 18
Average Percentages of School Revenue from Various Sources

Source	% Total Revenue*
Tuition and Fees	52.0
School Fund-raising	10.0
Endowment	2.0
Parish Subsidy	35.0
Other	2.0

*Percentages total more than 100% due to rounding.

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Chapter 3

EXPENSES

PER-PUPIL COST

In this study the per-pupil cost was defined as the total cost to educate one child in the school. This was determined by adding all the operating costs of the school (excluding debt service and capital expenses) and dividing this sum by the total number of students in the school.

The U.S. Department of Education's National Center for Education Statistics (1993) projected that the per-pupil cost in government-sponsored schools for 1993 would be $5,352.

According to this research, the average per-pupil cost for the 1992-93 school year for Catholic elementary school students was $2,044. Inner-city Catholic elementary schools' average per-pupil cost is about $100 more than this national average, and in rural Catholic elementary schools it is about $200 less than the national average. NCEA reported the average per-pupil cost for Catholic elementary schools during the 1990-91 school year as $1,819 (Kealey, 1992). The 1993 figure represents an increase of $225, or 12%, over the two-year period.

The median per-pupil cost for Catholic high school students during the 1991-92 school year was $3,700 (Guerra, 1993).

The average per-pupil tuition and fees Catholic elementary school students paid during the 1992-93 school year was $1,106. This means that more than half (54%) of the national average per-pupil cost was covered by the average tuition and fees schools received. Exhibit 19 shows the average per-pupil cost, the average per-pupil tuition and fees received, and the average percentage of the per-pupil cost covered by the per-pupil tuition and fees received.

EXHIBIT 19

Averages of Per-pupil Cost, Per-pupil Tuition and Fees Received, and Percentage of Per-pupil Cost Covered by Tuition and Fees Received by Region, Location, Sponsorship, and Enrollment Size

	Cost	Tuition and Fees Received	% Cost Covered by Tuition and Fees
Region			
New England	$1,857	$1,123	60.47
Mideast	$1,869	$1,297	69.40
Great Lakes	$2,192	$ 818	37.32
Great Plains	$1,939	$ 630	32.49
Southeast	$2,135	$1,448	67.82
West/Far West	$2,137	$1,442	67.48
Location			
Inner City	$2,141	$1,171	54.69
Urban	$2,120	$1,248	58.86
Suburban	$2,005	$1,178	58.75
Rural	$1,906	$ 740	38.82
Sponsorship			
Parish	$2,014	$ 960	47.67
Private	$2,711	$2,872	105.94
Interparochial	$1,992	$1,686	84.63
Diocesan	$2,214	$1,507	68.07
Student Enrollment			
1-199	$2,147	$ 742	34.56
200-299	$2,053	$1,210	58.94
300-499	$1,893	$1,405	74.18
500 or more	$1,889	$1,215	64.32
National	$2,044	$1,106	54.11

SALARIES - ADMINISTRATION

Principals

Members of religious communities

Principals who were members of religious communities or priests composed over 50% of the 619 respondents in this study. Priests made up less than 2% of this number and brothers, less than 1% of this number. This total percentage of priests or members of religious communities who were Catholic elementary school principals is three percentage points lower than the figure reported in 1991.

The average stipend for religious sisters who were administrators was $16,206 in 1992-93, $1,621 more than two years ago. This increase may reflect a practice adopted by many dioceses of beginning to bring the stipends of religious into closer alignment with salaries of lay people. The reader should recall that the school gives a stipend to the religious community for each of the religious working in the school. In addition to the stipend, the schools may furnish the religious with a residence and other materials needed for daily living. The costs associated with these expenses are not included in the average stipend cited above. The reader should examine the subsection below entitled Members of Religious Communities, under the Salaries-Instruction section.

Laywomen and laymen

In this study laywomen and laymen (lay refers to people who are not members of religious communities or are not priests) composed about 50% of the principals. The average salary of these administrators of Catholic elementary schools was $32,160. The average salary of male principals (16% of this sample) was $3,000 more than that of female principals (34% of this sample). The National Association of Elementary School Principals (Robinson & Brown, 1993) reported the average salary of its members for 1993 to be $54,905. Exhibit 20 shows how the salaries of laywomen and laymen who were principals in Catholic elementary schools were distributed in 1992-93.

EXHIBIT 20
Percentages of Lay Principals in Set Salary Ranges and Average Salary of Lay Principals

Salary	% All Principals	% Laywomen	% Laymen
Below $19,999	4.8	5.1	3.9
$20,000-$29,999	32.2	36.5	22.1
$30,000-$39,999	47.8	46.1	52.0
$40,000-$49,999	12.6	10.1	18.2
$50,000-$59,999	2.0	1.7	2.6
$60,000 and higher	0.8	0.6	1.3
Average Salaries	$32,160	$31,247	$34,269

Note. Percentages total more than 100% due to rounding.

The average annual salary of lay principals in Catholic secondary schools for the 1991-92 school year was $45,800 (Guerra, 1993).

Assistant Principals

In this study about 30% of the schools had assistant principals. These assistant principals were most often found in suburban schools (36%) and least often found in rural schools (16%). Over 55% of the schools with an enrollment of over 500 students had assistant principals.

In the 30% of the schools that had assistant principals, this position was a full-time position in over 31% of the cases. Exhibit 21 shows the percentage of schools with assistant principals and the percentage of those schools with full-time assistant principals by location and size of enrollment.

EXHIBIT 21
Percentage of Schools with Assistant Principals and Percentage of Those Schools with Full-time Assistant Principals by Location and Enrollment Size

	% Schools with	
Location	**Assistant Principals**	**Full-time Positions**
Inner City	30.4	31.3
Urban	33.3	33.3
Suburban	36.3	31.8
Rural	15.6	25.0
Student Enrollment		
1-199	14.6	7.1
200-299	28.6	14.8
300-499	45.7	33.9
500 or more	55.6	76.7
National	30.0	31.5

Sisters who occupied this full-time position in 1992-93 received an average stipend of $14,618. Lay people received an average salary of $28,033. The lay person's average salary increased about $4,000 over the last two years.

SALARIES - INSTRUCTION

Teachers

Average salary

The American Federation of Teachers (1993) reported that teachers in government-controlled schools earned an average salary of $35,104 for the 1992-93 school year. Teachers in Connecticut received the highest, $48,919, and teachers in South Dakota, the lowest, $24,291.

The average salary of Catholic elementary school teachers with bachelor degrees and higher degrees as determined by this research was $19,132. This is $1,535 more, or 9% higher, than the average reported two years ago, but nearly 50% lower than the average salary for teachers in public schools during 1992-93.

The median (the midpoint of all salaries) lay teacher salary in Catholic secondary schools for 1991-92 was $24,700 (Guerra, 1993).

Exhibit 22 shows the percentages of lay teachers' salaries that fell within set ranges during the 1992-93 school year.

EXHIBIT 22
Percentages of Lay Teachers in Set Salary Ranges

Salary	% Teachers
Below $9,999	0.37
$10,000-$14,999	11.79
$15,000-$19,999	48.25
$20,000-$24,999	30.94
$25,000 and above	8.66

Salaries differed according to the location of the school. In 1992-93, the average salary of teachers in Catholic elementary suburban schools, $18,216, was about $600 more than the national norm, while the average salary for rural school teachers, $16,116, was about $1,400 less than the national norm. Urban and inner-city schools' average salaries were very close to the national average.

Salaries also differed in 1992-93 according to the geographic regions in which the schools were located. Catholic elementary schools in the West/Far West paid the highest average salary in the country, $21,534, over $2,400 more than the national norm. Schools in the Great Plains states paid the lowest average salary, $18,246, about $800 less than the national norm. The four other regions paid close to the national norm.

Salaries varied according to the number of students in the schools. Catholic schools with higher enrollments had higher average teacher salaries. Exhibit 23 presents the average and the highest salaries of Catholic elementary school teachers according to region, school location, school sponsorship, and student enrollment.

EXHIBIT 23
Average Salaries of Teachers by Region, Location, Sponsorship, and Enrollment Size

	Beginning Teacher with Bachelor Degree	Master Degree	Highest Salary	Average Salary
Region				
New England	$14,337	$15,372	$21,914	$18,791
Mideast	$15,988	$16,398	$24,978	$18,826
Great Lakes	$15,002	$16,398	$23,586	$18,648
Great Plains	$14,938	$16,543	$23,317	$18,246
Southeast	$16,030	$17,322	$23,338	$18,836
West/Far West	$17,122	$19,015	$26,433	$21,534
Location				
Inner City	$16,264	$17,811	$23,682	$19,174
Urban	$16,479	$17,264	$24,511	$19,538
Suburban	$15,489	$16,849	$26,202	$20.037
Rural	$14,245	$15,859	$20,590	$17,129
Sponsorship				
Parish	$15,748	$16,926	$24,093	$19,166
Private	$16,940	$18,455	$28,184	$21,737
Interparochial	$15,522	$17,331	$24,909	$19,174
Diocesan	$14,763	$16,248	$22,391	$17,993
Student Enrollment				
1-199	$14,358	$15,896	$21,297	$17,383
200-299	$16,799	$17,593	$24,656	$19,806
300-499	$16,161	$17,524	$26,638	$20,607
500 or more	$16,105	$17,407	$26,440	$20,443
National	$15,676	$16,954	$24,114	$19,132

Beginning teachers' salaries

A beginning teacher with a bachelor degree earned an average of $15,676 teaching in a Catholic elementary school during the 1992-93 school year.

The average salary of a beginning lay teacher with a bachelor degree in a Catholic secondary school for the 1991-92 school year was $17,685 (Guerra, 1993).

A beginning teacher with a bachelor degree teaching in a rural Catholic elementary school during 1992-93 earned an average of $14,245, about $1,400 less than the national norm for all beginning Catholic elementary school teachers with the same degree. A teacher beginning to teach in the West/Far West earned an average of $17,122, which is $1,400 more than the national norm for beginning teachers in Catholic elementary schools.

The average salary of a beginning teacher with a master degree was $16,954 in 1992-93, about $1,000 more than the figure reported two years ago. The master degree earned for this teacher almost $1,300 more in salary than a beginning teacher with a bachelor degree earned, according to this study. This difference is about $100 less than that reported two years ago.

In this study a beginning teacher with a master degree in a rural Catholic school earned an average of $15,859, about $1,100 less than the national norm. A person with the same qualifications who taught in the West/Far West earned over $2,000 more than the national norm, or an average of $19,015.

In schools with an enrollment of less than 200 students, a beginning teacher with a master degree was paid an average of $15,896.

Highest teacher's salary

For the 1992-93 school year, the average salary of the highest paid teachers in the 619 Catholic elementary schools that participated in this research was $24,114, which is over $10,000 less than the average salary ($35,104) of all teachers in government-operated schools.

The average highest salary of Catholic secondary school teachers with a master degree during the 1991-92 school year was $32,028 (Guerra, 1993); this is about $3,000 less than the average paid to all teachers in government-owned schools.

The average highest salary in Catholic elementary inner-city schools ($23,682) was about $400 less than the national highest average for Catholic elementary school teachers, and in rural Catholic schools the average highest pay ($20,590) was over $3,000 less than the national norm. The highest paid Catholic elementary school teachers in New England earned an average of $21,914, about $2,200 less than the national norm, while similar teachers in the West/Far West were paid $2,300 more than the national average of highest salaries for Catholic elementary school teachers.

Once again, schools with larger student enrollments paid the highest average salary. See Exhibit 23 for a complete analysis of the highest paid teachers.

Members of religious communities

During the 1992-93 school year religious and priests made up about 11% of the Catholic elementary school educational staff (Brigham, 1993). Many members of religious communities, whether they served as principals or as teachers, received a set stipend that was less than the regular salary given to a lay person. During the 1992-93 school year, the average stipend was $14,182 for religious sisters in this study, which is $2,700 more than the 1990-91 figure, or an increase of about 24%. The percentage of increase in the stipend for religious is nearly three times the percentage of increase for lay teachers' salaries over the two-year period. A reason for this may be that more dioceses are giving members of religious communities salaries equal to those of lay teachers; nevertheless, when considering the stipend for religious, the reader must recall that in some cases the parish also paid for the upkeep of the residence, an automobile, a cook, and a housekeeper. Because of the great variation in these arrangements, no evaluation of the monetary value of these was made.

The average annual compensation (total of salary, benefits, housing, transportation, and stipends) for religious women teaching in Catholic secondary schools during the 1991-92 school year was $21,950 (Guerra, 1993).

Part-time teachers

The questionnaire defined a part-time teacher as an instructor who came to the school for a few days each week to teach a particular subject, such as art, music, or physical education. During the other days of the week the part-time teacher may have taught in neighboring schools. Such instructors were very common in the schools surveyed: nearly 80% of the respondents reported employing part-time teachers. Almost 85% of these schools reported that the teacher's salary varied according to the person's experience and degrees. The average per-day salary for a part-time lay teacher was $102.

Substitute teachers

This study defined substitute teachers as individuals who replaced the regular teaching staff for a day or a short period of time when the full-time teacher was sick or absent for another reason. In this study almost 96% of the schools reported employing substitute teachers at an average salary of $46 per day. In only 13% of the schools did the salary of these people vary according to their degrees and experience.

SALARIES - OTHER PERSONNEL

Secretaries

A school secretary was on staff in over 96% of the schools, and this position was full-time in 85% of the schools. Laywomen constituted almost 95% of these secretaries. The average salary in 1992-93 of a full-time laywoman secretary in a Catholic elementary school was $17,876.

Development Directors

Because of the increased emphasis on development, the study sought to determine the number of development directors in Catholic elementary schools during the 1992-93 academic year. Only 15% of the schools reported they employed a development director—an increase of 5% in the last two years. Of these schools, almost 37% had full-time development directors, an increase of 11% in two years; the remainder were part-time. The average yearly salary for full-time lay development directors was $19,336; for male development directors it was $24,300 and for females it was $17,876.

BENEFITS

The percentages listed below refer to benefits full-time teachers earned in the Catholic elementary schools surveyed. The benefits for those in administrative and staff positions are very similar. Included in this information are data on religious educators and laymen and laywomen.

Ninety-one percent of the schools had some form of a health plan for their educators (down by 4% since 1990-91).

Eighty-four percent of the respondents had some type of retirement plan for their educators.

Fifty-eight percent of the schools offered their educators some form of life insurance.

Fifty-seven percent of the respondents had some form of unemployment compensation.

Forty-four percent of the schools had some type of dental plan for their educators.

INSTRUCTIONAL MATERIALS

Respondents were asked to indicate the approximate cost per pupil that the school spent on instructional materials. This cost was not to include materials that were supplied on loan from the federal or state governments. The questionnaire did not indicate if this amount might be part of the tuition charged, an additional cost, or from tuition and additional fees.

The average cost for such instructional materials nationally was $553 per student. This figure is substantially higher than the national average reported in previous studies, which may reflect the increased emphasis that schools are placing on technology and the dramatic increase in printed instructional materials.

Inner-city schools spent an average of only $330, while suburban schools spent $687. Exhibit 24 shows the percentage of schools at various spending levels.

EXHIBIT 24
Percentages of School Spending on Instructional Materials by Set Amounts

Amount Spent	% Schools
$1-$149	65.5
$150-$299	16.8
$300-$449	3.5
$450-$599	2.0
$600 and above	13.2

Note. Percentages total more than 100% due to rounding.

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CHAPTER 4

SPECIAL ISSUES

PREKINDERGARTEN PROGRAMS

During the 1992-93 academic year 43% of the Catholic elementary schools in this study conducted prekindergarten programs. In just two years this percentage has increased by five points. Since the 1982-83 school year, when NCEA first started tracking enrollment in prekindergarten programs, the number of students attending Catholic school prekindergarten programs has grown by more than 300% (Brigham, 1993). Over the last two years, the Northeast has seen the greatest increase in prekindergarten programs. The increase in New England was four percentage points, and in the Mideast it was ten percentage points.

Exhibit 25 shows the percentage of prekindergarten programs by region, location, sponsorship, and school size.

EXHIBIT 25
Percentage of Schools with Prekindergarten Programs by Region, Location, Sponsorship, and Enrollment Size

	% Schools
Region	
New England	32.5
Mideast	58.4
Great Lakes	39.9
Great Plains	34.8
Southeast	47.2
West/Far West	24.7
Location	
Inner City	37.8
Urban	45.7
Suburban	47.7
Rural	33.3
Sponsorship	
Parish	41.2
Private	52.9
Interparochial	43.6
Diocesan	49.0
Student Enrollment	
1-199	39.8
200-299	44.0
300-499	45.7
500 or more	53.7
National	42.4

Of the prekindergarten programs operating in Catholic elementary schools, almost 20% were full-day programs. In 7% of the schools, parents were given the option of sending their children to either a full-day or part-day program. In the inner-city schools, 44% of the Catholic schools with prekindergarten programs had full-day programs.

About half (over 46%) of the prekindergarten programs in Catholic elementary schools were conducted for the full week, Monday to Friday.

The average tuition charged in 1992-93 for a child who was a parishioner in a full-day, five-day-week prekindergarten program was $1,615. In inner-city schools the average cost was $1,779. The national average tuition for half-day programs was $956. Exhibit 26 shows the average cost for full-day, five-day-week prekindergarten programs by region, location, sponsorship, and size of student population.

EXHIBIT 26
Average Tuition in Full-day, Five-day-week Prekindergarten Programs by Region, Location, Sponsorship, and Enrollment Size

	Tuition
Region	
New England	$1,545
Mideast	$1,678
Great Lakes	$1,217
Great Plains	$1,404
Southeast	$1,779
West/Far West	$2,055
Location	
Inner City	$1,779
Urban	$1,605
Suburban	$1,698
Rural	$1,124
Sponsorship	
Parish	$1,595
Private	$1,977
Interparochial	$1,760
Diocesan	$1,420
Student Enrollment	
1-199	$1,246
200-299	$1,719
300-499	$1,820
500 or more	$1,951
National	$1,779

KINDERGARTEN PROGRAMS

Although kindergarten attendance was not mandated in all the states, 98% of all the five-year-olds in the country were enrolled in some type of kindergarten program during the 1992-93 school year. Most (84%) of these students were enrolled in public schools, and an additional 14% were enrolled in private schools, according to the National Center for Education Statistics.

In this study, 91% of the Catholic elementary schools conducted kindergarten programs during the 1992-93 school year—an increase of three percentage points since two years ago (Kealey, 1992). Only 81% of the rural Catholic schools had kindergartens; however, this is 12 percentage points higher than the figure reported two years ago. All other categories of schools are within five percentage points of the national average, except schools in the Great Plains (81%), private schools (81%), and schools with less than 200 students (84%).

Sixty-one percent of these Catholic school kindergartens offered full-day programs and virtually all of them, 96%, were full-week. The inner-city schools and the schools of the Southeast had the highest percentages of full-day programs.

During 1992-93 the average tuition for full-day Catholic school kindergarten programs was $1,344; for half-day programs it was $767. Exhibit 27 presents the percentage of full-day kindergarten programs and their average cost by region, location, sponsorship, and size of school.

EXHIBIT 27
Percentage of Schools with Full-day Kindergarten Programs and Their Average Tuition by Region, Location, Sponsorship, and Enrollment Size

	% Schools	Tuition
Region		
New England	73.0	$1,191
Mideast	68.9	$1,462
Great Lakes	47.5	$1,085
Great Plains	40.0	$ 834
Southeast	83.1	$1,515
West/Far West	61.6	$1,530
Location		
Inner City	75.0	$1,227
Urban	60.7	$1,305
Suburban	56.3	$1,528
Rural	54.6	$1,223
Sponsorship		
Parish	56.8	$1,274
Private	92.9	$2,328
Interparochial	73.1	$1,614
Diocesan	71.4	$1,245
Student Enrollment		
1-199	57.1	$1,142
200-299	64.0	$1,523
300-499	58.5	$1,358
500 or more	61.5	$1,532
National	60.6	$1,344

EXTENDED-DAY PROGRAMS

In this study an extended-day program was defined as a program that the school sponsored for students before and/or after school in order to provide children with a safe environment while their parents or other guardians were not available to take care of them. These programs existed in 49% of the Catholic elementary schools in this sample. This is an increase of seven percentage points since the last study.

In the inner cities, about 54% of the Catholic elementary schools had such programs (up three percentage points since 1990-91), while in rural areas they were conducted in only 25% of the schools (an increase of 14 percentage points).

Larger schools were much more likely than smaller schools to have extended-day programs; in these schools, more students may have needed this service than in smaller schools. See Exhibit 28 for the percentage of schools that had extended-day programs by geographic region, location, sponsorship, and size of school.

EXHIBIT 28
Percentage of Schools with Extended-day Programs by Region, Location, Sponsorship, and Enrollment Size

Region	**% Schools**
New England	47.2
Mideast	45.5
Great Lakes	40.1
Great Plains	33.3
Southeast	65.7
West/Far West	69.9
Location	
Inner City	53.9
Urban	58.0
Suburban	52.8
Rural	25.4
Sponsorship	
Parish	49.7
Private	62.5
Interparochial	46.2
Diocesan	41.7
Student Enrollment	
1-199	33.5
200-299	53.5
300-499	63.5
500 or more	60.4
National	49.2

The average cost to the parents for these programs was $2.33 per hour, and 88% of the schools charged less than $3.00 per hour.

DAY-CARE PROGRAMS

Only 9% of the total schools in this study had formal day-care programs. This low percentage may be because so many of the schools have full-day prekindergarten and kindergarten programs and extended-day programs, and school administrators may prefer these models because they parallel the school program more closely. A common occurrence is for a parish to have a day-care program that is completely separate from the school. In day-care programs associated with Catholic schools, the average cost per hour was $2.41.

REFERENCES

Brigham, F. H. (1993). *United States Catholic Elementary and Secondary Schools 1992-1993: Annual Statistical Report on Schools, Enrollment and Staffing.* Washington: National Catholic Educational Association.

Kealey, R. J. (1992). *United States Catholic Elementary Schools & Their Finances 1991.* Washington: National Catholic Educational Association.

APPENDIX A

SURVEY OF CATHOLIC ELEMENTARY SCHOOL FINANCES, 1992-1993 SCHOOL YEAR

September 20, 1993

NCEA

NATIONAL CATHOLIC EDUCATIONAL ASSOCIATION

To: AFFIX LABEL HERE

From: Robert J. Kealey, Ed.D.
Executive Director
Department of Elementary Schools

Re: **Survey of Catholic Elementary School Finances, 1992-1993 School Year**

I come to you to ask your assistance in a most important project that will benefit you, your school community, and the entire Catholic elementary school community. I need you to complete the attached questionnaire on the finances of your school for the last school year. Since you and about 1,000 principals of other Catholic elementary schools have been chosen by a random sample method, the combined information from all these schools will provide an accurate picture of the financing of Catholic elementary schools for the last school year. This will help you, your school community, and all other Catholic elementary schools prepare budgets for the next school year.

Several questions may arise about this request.

Why was this school chosen? This school was selected based on specific criteria which would ensure a national random sample of Catholic elementary schools in the United States. You may be tempted to say that any school could participate. This is not true; you and the information from your school are very important to the success of this project. Your completing the survey ensures that we have a true cross section of all Catholic elementary schools.

Will the information that you supply be confidential? I assure you, all the information that you supply to NCEA will be held in the strictest confidence. Information about any individual school will not be made available to any source by me or anyone in NCEA. Reports based on the data that you and your colleagues supply will be presented for the following areas: (1) national norms; (2) regional norms; (3) type of school (inner city, urban, suburban, rural); (4) norms according to the size of the school. Information will not be presented on any individual school, diocese, or even state.

Why is there a label with the name of the school on the top of the form? (1) If any information on the label is incorrect, I ask that you please correct it. The label allows me to determine the geographic region in which the school is located. (2) I need to know which schools have replied in order to ensure our sample is truly national. (3) The label also allows me to send a complimentary copy of the financial report to those schools that have participated in the study. This is a small way of thanking you for your assistance.

Why is the information asked for the 1992-1993 school year? This is the last completed school year. Therefore, all your financial reports for the year are closed. This provides accurate data rather than data based on predictions for this school year.

How long will it take to complete the questionnaire? I think you will take about 20 minutes to complete the report. Although there are about 85 questions, many of these you can answer without looking up data. A copy of your end-of-year financial report for last school year will provide most of the information that you cannot recall from memory.

When is the report due back to NCEA? I would like the report back as soon as possible. This will enable us to begin to enter the data, which you can imagine is quite a task because 1,000 schools will respond. Our goal is to analyze the data and have results available at the end of January 1994 so you can use the information as you set budgets for the following school year. I do request that all questionnaires be returned to me by October 8, 1993.

I thank you for your help with this project. Your assistance will enable us to provide accurate data as we move forward with our efforts to secure for our parents the financial support to choose the school that they believe is best for their children. Your assistance provides all Catholic schools with a guide when they set tuitions and salaries for the next year. Your assistance manifests your oneness with the entire Catholic elementary school community.

Suite 100, 1077 30th Street, NW, Washington, DC 20007-3852 • (202) 337-6232

1992–1993 SURVEY OF CATHOLIC ELEMENTARY SCHOOL FINANCES

SPONSORED BY THE DEPARTMENT OF ELEMENTARY SCHOOLS
NATIONAL CATHOLIC EDUCATIONAL ASSOCIATION

DIRECTIONS:
1. In answering this questionnaire, please provide information for the **last school year (1992–1993).**
2. **Please place the letter or dollar amount** on the line provided.

Section 1. SCHOOL DEMOGRAPHICS

1._____ Which letter best describes the location of this school during the 1992–1993 school year?
a) inner city b) urban (non-inner city)
c) suburban d) rural

2._____ In what state is the school located?

3._____ Which category best describes the school?
a) parish school b) private school
c) interparochial school d) diocesan school

4._____ What was the prekindergarten through grade 8 enrollment for the 1992–1993 school year?

5._____ How many students in your school during 1992–1993 were classified as disabled?

6._____ Did the school have a prekindergarten program during the 1992–1993 school year for children age 4 and younger?
a) yes b) no

If you answered YES to question 6, please answer questions 7 and 8.
If you answered NO to question 6, please go to question 9.

7._____ What was the length of the prekindergarten day during the 1992–1993 school year?
a) full day b) part day

8._____ How often did the prekindergarten students meet?
a) five days a week b) less than five days

9._____ Did the school have a kindergarten program during the 1992–1993 school year?
a) yes b) no

If you answered YES to question 9, please answer questions 10 and 11.
If you answered NO to question 9, please go to question 12.

10._____ What was the length of the kindergarten day?
a) full day b) part day

11._____ How often did the kindergarten students meet?
a) five days a week b) less than five days

12._____ What was the lowest grade (e.g., pre-K, K, 1st, etc.) that was part of the school?

13._____ What was the highest grade (e.g., 6th, 7th, 8th) that was part of the school?

14._____ Were children in the school **eligible** to receive Chapter I services in 1992–1993?
a) yes b) no

If you answered YES to question 14, please answer question 15.
If you answered NO to question 14, please go to question 16.

15._____ Did these children receive Chapter I services?
a) yes b) no

16. List the percentage of the students from these backgrounds during the 1992–1993 school year.

a)_____% Asian Americans
b)_____% African Americans
c)_____% Hispanic Americans
d)_____% Native Americans
e)_____% Others
100 % TOTAL

Total annual income is the total amount that the family receives in salaries and other revenues. Please estimate percentages for the 1992–1993 school year.

17. What percentage of your school families had a total annual income in 1992–1993 of:

a)_____% $0 – $15,000
b)_____% $15,001 – $25,000
c)_____% $25,001 – $35,000
d)_____% $35,001 – $50,000
e)_____% More than $50,000
100 % TOTAL

18._____% What percentage of your school families had dual incomes (i.e., both parents working) in 1992–1993?

Per-pupil cost is defined as the total cost to educate one child in the school. Please add all the operating costs of the school (exclude debt service or capital expenses) and then divide that sum by the total number of students in the school.

19._____ What was the per-pupil cost for the 1992–1993 academic year?

Section 2. FINANCING

Tuition is defined as money paid directly to the school for the education of the child. On the following lines write the tuition for the **1992–1993 academic year**. While a sliding scale may be used for families of more than one child, please give the tuition for the **full year** for one child only. This tuition should only be for children who are **members of the parish**.

20._____ What was the yearly tuition in 1992–1993 for a child in the full–day, five days a week prekindergarten program who was a member of the parish?

21._____ What was the yearly tuition in 1992–1993 for a child in the half–day, five days a week prekindergarten program who was a member of the parish?

22._____ What was the yearly tuition in 1992–1993 for a child in the full–day, five days a week kindergarten program who was a member of the parish?

23._____ What was the yearly tuition in 1992–1993 for a child in the half–day, five days a week kindergarten program who was a member of the parish?

24._____ What was the yearly tuition in 1992–1993 for one child for grades 1–8 who was a member of the parish?

25._____ Did the school have a tuition scale in 1992–1993 for more than one child from the same family?
a) yes b) no

26._____ Did the school have separate tuition scales in 1992–1993 for Catholic children who were not members of the parish or for non–Catholic children?
a) yes b) no

If you answered YES to question 26, please answer questions 27 and 28.
If you answered NO to question 26, please go to question 29.

27._____ What was the yearly tuition in 1992–1993 for one Catholic child in grade 1–8 who was not a member of the parish?

28._____ What was the yearly tuition in 1992–1993 for one non–Catholic child in grade 1–8?

29_____ Did the school have a tuition assistance program during the 1992–1993 school year?
a) yes b) no

30. List the percentage of students in the school last year for each of the following groups:

a)_____% Catholic children who were members of the parish
b)_____% Catholic children who were not members of the parish
c)_____% Non–Catholic children
__100__% TOTAL

Materials are non–salary instructional expenses. Included in materials would be such items as textbooks, workbooks, computer programs, maps and all other fees.

31._____ What was the approximate **per–pupil cost** of materials in 1992–1993? Do not include the cost of materials supplied by the state or federal government under loan programs.

32._____ What was the average yearly tuition/fee received per pupil (i.e., total tuition and fees divided by enrollment) in the 1992–1993 school year?

School Fund Raising is defined as activities that produce money specifically for the school. Do not include in these fund–raising activities the money raised for the parish. Those activities will be considered later under parish subsidy.

33. Check all the fund–raising activities in 1992–1993 that generated income directly for the school in the 1992–1993 school year.

a)___ bingo
b)___ bazaar
c)___ booster club
d)___ candy sale
e)___ carnival
f)___ magazine sale
g)___ night at the races
h)___ raffle
i)___ socials
j)___ other

k)___ We do not have fund–raising activities that generate income directly for the school.

34._____ Who had the major responsibility for fund raising during the 1992–1993 school year?
a) school personnel b) parent group

Endowment or Development Fund is capital that has been set aside for the specific purpose of providing revenue to the school from the interest or earnings that are generated from the principal.

35._____ Did your school have a school endowment fund in 1992–1993?
a) yes b) no

If you answered YES to question 35, please answer question 36.
If you answered NO to question 35, please go to question 37.

36._____ What was the amount of the principal of the endowment fund in 1992–1993?

Parish Subsidy refers to the amount of money that the parish contributes to the school from sources of income that are specifically designated for parish projects. The parish subsidy might come from such sources as the weekly collection, parish endowment, or parish fund raisers. Do not include in parish subsidy costs for capital improvement or debt service.

37._____ Did your school receive a parish subsidy during the 1992–1993 school year?
a) yes b) no

38. List the percentage of income that came from the following sources during the 1992–1993 school year:

a)_____% tuition and fees
b)_____% school fund raising
c)_____% endowment
d)_____% parish subsidy
e)_____% other (please specify)_____
__100__% TOTAL

Section 3. COMPENSATION

Administrative Salaries are the base payments of the person or persons involved in administering the school.

39._____ The principal in 1992–1993 was a
a) priest b) religious sister
c) religious brother d) layman
e) laywoman

40._____ Was the principal a full-time or part-time principal?
a) full-time b) part-time

41._____ What was the yearly compensation of the principal in 1992–1993?

42._____ For how many months was the principal expected to work in the school?
a) 12 months b) 11 months c) 10 months
d) 9 months e) 8 months f) 7 or less

43. Check the benefit programs for the principal to which the school contributed in 1992–1993.

a)___ Social Security b)___ health insurance
c)___ dental program d)___ retirement
e)___ life insurance f)___ unemployment compensation
g)___ others, please list:

44._____ Did the school have an assistant principal?
a) yes b) no

If you answered YES to question 44, please answer questions 45, 46, 47, and 48.
If you answered NO to question 44, please go to question 49.

45._____ The assistant principal in 1992–1993 was a
a) priest b) religious sister
c) religious brother d) layman
e) laywoman

46._____ Was the position of assistant principal a full-time or part-time position?
a) full-time b) part-time

47._____ What was the yearly compensation of the assistant principal in 1992–1993?

48. Check the benefit programs for the assistant principal to which the school contributed in 1992–1993.

a)___ Social Security b)___ health insurance
c)___ dental program d)___ retirement
e)___ life insurance f)___ unemployment compensation
g)___ others, please list:

49._____ Did the school have a school secretary?
a) yes b) no

If you answered YES to question 49, please answer questions 50, 51, 52, and 53.
If you answered NO to question 49, please go to question 54.

50._____ The secretary in 1992–1993 was a
a) priest b) religious sister
c) religious brother d) layman
e) laywoman

51._____ Was the position of secretary a full-time or part-time position?
a) full-time b) part-time

52._____ What was the yearly compensation of the secretary in 1992–1993?

53. Check all the benefit programs for the secretary to which the school contributed in 1992–1993.

a)___ Social Security b)___ health insurance
c)___ dental program d)___ retirement
e)___ life insurance f)___ unemployment compensation
g)___ others, please list:

54._____ Did the school have a development director?
a) yes b) no

If you answered YES to question 54, please answer questions 55, 56, 57, and 58.
If you answered NO to question 54, please go to question 59.

55._____ The development director in 1992–1993 was a
a) priest b) religious sister
c) religious brother d) layman
e) laywoman

56._____ Was the position of the development director full- or part-time during the 1992–1993 school year?
a) full-time b) part-time

57._____ What was the yearly salary of the development director in 1992–1993?

58. Check all the benefit programs for the development director to which the school contributed in 1992–1993.

a)___ Social Security b)___ health insurance
c)___ dental program d)___ retirement
e)___ life insurance f)___ unemployment compensation
g)___ others, please list:

Full-time Instructional Staff refers to teachers only, who instruct the students for a full day for five days a week.

59._____ Were some full-time teachers priests or members of a religious community?
a) yes b) no

If you answered YES to question 59, please answer question 60.
If you answered NO to question 59, please go to question 64.

60._____ How were priests or members of religious communities compensated during the 1992–1993 school year?
a) stipend b) salary

If you answered a to question 60, please answer questions 61 and 62.
If you answered b to question 60, please go to question 63.

61._____ What was the yearly stipend of the priests or members of religious communities during the 1992–1993 school year?

62. In addition to the stipend, please check the other resources provided by the school to the religious during the 1992–1993 school year.
a)___ housing b)___ automobile
c)___ telephone d)___ insurance and care of car
e)___ cook f)___ housekeeper
g)___ others, please list:

63. Check the benefit programs for teaching religious to which the school contributed in 1992–1993.

a)___ Social Security b)___ health insurance
c)___ dental program d)___ retirement
e)___ life insurance f)___ unemployment compensation
g)___ others, please list:

64._____ Did you have lay teachers on the staff who did not have a bachelor's degree for the 1992–1993 school year?
a) yes b) no

If you answered YES to question 64, please answer questions 65, 66 and 67.
If you answered NO to question 64, please go to question 68.

65._____ What was the yearly salary in 1992–1993 of a nondegreed beginning lay teacher?

66._____ What was the highest yearly salary in 1992–1993 that a nondegreed lay teacher earned?

67._____ What was the average yearly salary in 1992–1993 for all nondegreed lay teachers on your staff?

68._____ What was the yearly salary in 1992–1993 of a beginning lay teacher with a bachelor's degree?

69._____ What was the yearly salary in 1992–1993 of a lay teacher with a master's degree who had no experience teaching?

70._____ What was the highest salary in 1992–1993 that a lay teacher on your staff earned?

71._____ What was the average yearly salary in 1992–1993 of all the lay teachers on your staff **with degrees**?

72._____ What was the average salary in 1992–1993 of **all lay teachers (those with a degree and those without a degree)** on your staff?

73. Check the benefit programs for teachers to which the school contributed in 1992–1993.

a)___ Social Security b)___ health insurance
c)___ dental program d)___ retirement
e)___ life insurance f)___ unemployment compensation
g)___ others, please list:

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74._____ Who gave **final** approval to the benefit program?

a) diocese
b) individual teachers
c) contract with teacher union
d) area parishes
e) school board
f) pastor

Part-time Teachers are instructors who teach a particular subject for a few days each week.

75._____ Were any part-time teachers on your staff during the 1992-1993 school year?
a) yes b) no

If you answered YES to question 75, please answer questions 76 and 77.
If you answered NO to question 75, please go to question 78.

76._____ Did the salary of part-time lay teachers vary according to academic credentials and teaching experience?
a) yes b) no

77._____ What **average** salary did part-time lay teachers earn **per day** in 1992-1993?

Substitute Teachers are persons who replace the regular teaching staff for a day or short period of time when the full-time teachers are sick or absent for another reason.

78._____ Did your school employ substitute teachers?
a) yes b) no

If you answered YES to question 78, please answer questions 79 and 80.
If you answered NO to question 78, please go to question 81.

79._____ Did the salary of substitute teachers vary according to academic credentials and teaching experience?
a) yes b) no

80._____ What **average** salary did substitute teachers earn **per day** in 1992-1993?

Section 4. SPECIAL ISSUES

Extended-Day Program refers to a program that the school sponsors before and after school to provide students with a safe environment while their parents may be working.

81._____ Did your school conduct an extended-day program during the 1992-1993 school year?
a) yes b) no

If you answered YES to question 81, please answer questions 82 and 83.
If you answered NO to question 81, please go to question 84.

82._____ What was the cost to parents **per hour** for this service?

83. Check all the people who supervised this program in 1992-1993 and write their **fee per hour**.

a) ___ program coordinator _____ salary per hour
b) ___ teachers from the school _____ salary per hour
c) ___ parents of students _____ salary per hour
d) ___ parishioners _____ salary per hour
e) ___ elementary school students _____ salary per hour
f) ___ secondary school students _____ salary per hour
g) ___ college students _____ salary per hour
h) ___ other _____ salary per hour

84._____ Did your school conduct a day-care program during the 1992-1993 school year?
a) yes b) no

If you answered YES to question 84, please answer questions 85 and 86.

85._____ What was the cost to parents **per hour** for this service?

86. Check all the people who supervised this program in 1992-1993 and write their **fee per hour**.

a) ___ program coordinator _____ salary per hour
b) ___ teachers from the school _____ salary per hour
c) ___ parents of students _____ salary per hour
d) ___ parishioners _____ salary per hour
e) ___ elementary school students _____ salary per hour
f) ___ secondary school students _____ salary per hour
g) ___ college students _____ salary per hour
h) ___ other _____ salary per hour

Development Program information will enable NCEA to provide better services to its members.

87. Please check all of the items that the school had during the 1992-1993 school year.

a) ___ long-range plan
b) ___ alumni program
c) ___ case statement
d) ___ planned giving program
e) ___ annual appeal

88._____ What was the amount of income from the annual appeal for the 1992-1993 school year?

89._____ Does the school solicit alumni as part of its development efforts?
a) yes b) no

Thank you for completing the 1993 Financial Survey.

Please place the **entire questionnaire with the cover sheet showing your school address label** in the special envelope supplied and return it to NCEA **before October 8, 1993.**

APPENDIX B

FOLLOW-UP LETTER TO SCHOOLS NOT RESPONDING TO ORIGINAL REQUEST

NCEA

NATIONAL
CATHOLIC
EDUCATIONAL
ASSOCIATION

November 2, 1993

To: Catholic Elementary School Principals

From: Robert J. Kealey, Ed.D.
Executive Director
Department of Elementary Schools

Re: **1992–1993 Survey of Catholic Elementary School Finances**

I am once again requesting your assistance with our 1992–1993 financial survey. Since our random sampling of over 1,000 surveys was first mailed in late September, we have received almost 500 returns.

While this is certainly a significant initial response, I am sure you would agree that a larger percentage of returns would allow us to present a more accurate and reliable cross-section of Catholic elementary school finances. The more statistical data we collect and analyze, the more representative and useable will our final report be for school administrators working in the different regions across our country.

I am therefore making a second appeal to you to donate just a brief period of time from your active schedule to complete the enclosed questionnaire. Please join your colleagues and contribute to the success of this important research, the results of which not only will facilitate the budgeting process at your school but also will provide a tool to help your school's parents get the quality education they are seeking for their children.

Please return your completed questionnaire to NCEA in the postage-paid envelope provided by **November 15, 1993**.

Thank you for your time and assistance.

(tm)
Enclosures

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APPENDIX C

SCHOOLS THAT RESPONDED TO THE SURVEY OF CATHOLIC ELEMENTARY SCHOOL FINANCES, 1992-1993 SCHOOL YEAR

ALABAMA
Sacred Heart of Jesus School, Anniston
St. Mary Catholic School, Fairfield
St. Dominic Grade School, Mobile
St. Pius X Grade School, Mobile

ARIZONA
St. Vincent De Paul School, Phoenix
San Xavier Mission School, Tucson
St. Joseph's Grade School, Tucson
Immaculate Conception School, Yuma

ARKANSAS
St. Joseph Catholic School, Paris
Holy Rosary Grade School, Stuttgart

CALIFORNIA
St. Therese Grade School, Alhambra
St. Catherine's Military School, Anaheim
Sacred Heart Grade School, Anderson
Holy Angels Grade School, Arcadia
St. Patrick's Grade School, Arroyo Grande
St. Frances of Rome School, Azusa
St. Dominic Savio School, Bellflower
St. Angela Merici Grade School, Brea
St. Robert Bellarmine School, Burbank
Our Lady of Perpetual Help School, Daly City
Our Lady of Perpetual Help School, Downey
Our Lady of Grace Grade School, El Cajon
St. Jerome's Grade School, El Cerrito
St. Mary School, Gilroy
St. Matthias Elementary School, Huntington Park
St. Cyprian School, Long Beach
St. Thomas Elementary School, Long Beach
Ascension Grade School, Los Angeles
St. Frances X. Cabrini School, Los Angeles
St. Lawrence of Brindisi School, Los Angeles
St. Paul's Grade School, Los Angeles
Our Lady of Perpetual Help School, Newhall
St. Lawrence Grade School, North Highlands
St. Linus Grade School, Norwalk
Holy Family Cathedral School, Orange
St. Mary Elementary School, Palmdale
St. Elizabeth Seton, Palo Alto
St. John Fisher Grade School, Rancho Palos Verdes
Holy Spirit Parish Grade School, Sacramento
Sacred Heart Grade School, Sacramento
St. Anthony Grade School, San Bernardino
St. Charles School, San Carlos
St. Rita's School, San Diego
St. Dominic Grade School, San Francisco
St. James Grade School, San Francisco
St. Thomas the Apostle School, San Francisco
Five Wounds Grade School, San Jose
St. Clare School, Santa Clara
St. James Academy, Solana Beach
St. Francis Solano Grade School, Sonoma
St. Helena Catholic School, St. Helena
Presentation Grade School, Stockton
St. Didacus Grade School, Sylmar
St. Aloysius Grade School, Tulare
Holy Cross Grade School, W. Sacramento
St. Mel Grade School, Woodland Hills

COLORADO
St. Therese Grade School, Aurora
Annunciation Grade School, Denver
Christ the King Grade School, Denver
St. Catherine Grade School, Denver
St. Louis Grade School, Englewood

CONNECTICUT
St. Ambrose Elementary School, Bridgeport
St. Peter Grade School, Danbury
St. Paul School, Kensington
Our Lady of Mercy School, Inc., Madison
St. Rose Grade School, Newtown
St. Brendan Grade School, New Haven
St. Catherine Grade School, New Haven
St. Peter Grade School, New Haven
All Saints Catholic School, Norwalk
St. Patrick Cathedral School, Norwich
St. Mary Magdalen School, Oakville
St. Mary Grade School, Putnam
St. Gabriel School, Stamford
St. Francis Xavier School, Waterbury

DELAWARE
Christ Our King School, Wilmington

DISTRICT OF COLUMBIA
Our Lady of Perpetual Help School, Washington

FLORIDA
St. Joan of Arc Grade School, Boca Raton
Nativity Grade School, Brandon
St. Cecelia Grade School, Clearwater
St. Theresa Grade School, Coral Gables
Our Lady of Lourdes Grade School, Dunedin
St. Joseph Grade School, Elgin
St. Elizabeth Seton Elementary, Golden Gate
St. John the Apostle School, Hialeah
St. Bernadette Grade School, Hollywood
Resurrection Parish School, Jacksonville
St. Agnes Academy, Key Biscayne
St. Brendan School, Ormond Beach
St. Elizabeth Grade School, Pompano Beach
Transfiguration Parish School, St. Petersburg
Trinity Catholic School, Tallahassee
Academy of Holy Names Elementary School, Tampa
Mary Help of Christians School, Tampa

GEORGIA
St. Joseph School, Athens
Our Lady of Lourdes Grade School, Columbus
St. John Neumann Regional Catholic School, Lilburn
Notre Dame Academy, Savannah

HAWAII
Maryknoll Grade School, Honolulu
St. Theresa's School, Honolulu

IDAHO
Sacred Heart Grade School, Boise
Holy Rosary Grade School, Idaho Falls

ILLINOIS
SS. Peter and Paul Grade School, Alton
St. Therese Grade School, Aurora
Blessed Sacrament Grade School, Belleville
Our Lady Queen of Peace School, Belleville
St. Simeon Grade School, Bellwood
St. Leonard Grade School, Berwyn
Holy Trinity-St. Clare School, Bloomington
St. Dominic Grade School, Bolingbrook
St. Joseph Grade School, Cairo
Epiphany Peace School, Chicago
Our Lady of Good Counsel School, Chicago
Resurrection Catholic Academy, Chicago
St. Callistus Grade School, Chicago
St. Clare de Montefalco School, Chicago
St. Denis Grade School, Chicago
St. Ita Grade School, Chicago
St. Joachim Grade School, Chicago
St. Margaret Mary Grade School, Chicago
St. Mary of the Angels School, Chicago
St. Michael Grade School, Chicago
St. Pascal Grade School, Chicago
St. Mary's Elementary and Junior High School, Dixon
St. Mary Grade School, Edwardsville
Holy Redeemer Grade School, Evergreen Park
St. Malachy's Grade School, Geneseo
Our Lady of Perpetual Help School, Glenview
Holy Family School, Joliet
Prince of Peace School, Lake Villa
St. Joan of Arc Grade School, Lisle
Sacred Heart Grade School, Melrose Park
St. Mary Grade School, Mokena
St. Emily Grade School, Mt. Prospect
St. Mary Grade School, Mt. Sterling
Mater Christi Grade School, N. Riverside
St. Philip the Apostle School, Northfield
St. Catherine Grade School, Oaklawn
St. Columba Grade School, Ottawa
St. Alexander Grade School, Palos Heights
St. Paul of the Cross School, Park Ridge
St. Mark Catholic Grade School, Peoria
St. Francis Solanus School, Quincy
St. Rita Grade School, Rockford
St. Agnes Grade School, Springfield
St. Aloysius Grade School, Springfield
St. Mary Grade School, Sterling
St. Mary Grade School, Taylorville
Immaculate Conception School, Waukegan
St. Francis Xavier School, Wilmette
Holy Ghost Grade School, Wood Dale

INDIANA
St. Vincent De Paul School, Bedford
Christ the King Grade School, Evansville
St. Henry Elementary and Middle School, Fort Wayne
St. Jude Grade School, Fort Wayne
Holy Trinity Grade School, Gary
St. Lawrence Grade School, Indianapolis
St. Monica Grade School, Indianapolis
St. Joseph School, Kentland
St. Joseph School, Mishawaka
St. Anne Grade School, Monterey
St. Matthew Grade School, Mt. Vernon
St. Mary Grade School, New Albany
St. Mary Grade School, No. Vernon
St. Michael Grade School, Schererville
Holy Cross Grade School, South Bend
Our Lady of Hungary School, South Bend
Sacred Heart Grade School, Terre Haute

IOWA
Holy Cross Grade School, Arcadia
St. John's Grade School, Bancroft
St. Malachy Grade School, Creston
Holy Family Parish School, Davenport

St. Joseph Grade School, De Witt
Holy Trinity/Sacred Heart School, Dubuque
Assumption School, Granger
St. Michael Grade School, Harlan
Sacred Heart Grade School, Maquoketa
Sacred Heart School, Monticello
Sacred Heart School, Osage
De Sales Grade School, Ossian
Holy Family School, Sioux City

KANSAS
St. John Grade School, Beloit
St. John/Holy Family School, Kansas City
Xavier Elementary School, Leavenworth
St. Pius X Grade School, Mission
Holy Cross Catholic School, Overland Park
St. Elizabeth Ann Seton School, Wichita

KENTUCKY
St. Joseph Elementary School, Cold Spring
St. John Elementary School, Georgetown
SS. Peter and Paul Grade School, Lexington
Community Catholic Elementary School, Louisville
Holy Spirit Grade School, Louisville
Most Blessed Sacrament School, Louisville
St. Barnabas Grade School, Louisville
St. Bartholomew School, Louisville
St. Joseph Grade School, Mayfield
St. Ann Interparochial School, Morganfield
Holy Spirit Elementary School, Newport

LOUISIANA
Our Lady of Mercy School, Baton Rouge
St. Jean Vianney Elementary School, Baton Rouge
St. Mark School, Chalmette
Redemptorist Catholic School, Crowley
St. Agnes Grade School, Jefferson
St. Philomena Grade School, Labadieville
St. Francis Xavier Elementary School, Metairie
Little Flower Academy, Monroe
St. Paul Apostle Grade School, New Orleans
Chanel Interparochial School, Paulina
Rayne Catholic Elementary School, Rayne
Our Lady of Lourdes School, Slidell
St. Joseph Grade School, Thibodaux

MAINE
St. Mary's Parish School, Bangor

MARYLAND
Catholic Community School of South Baltimore, Baltimore
Our Lady of Mt. Carmel School, Baltimore
Our Lady of Pompei Elementary School, Baltimore
Rosa Parks Middle School, Baltimore
The Woods Academy, Bethesda
St. Ambrose School, Cheverly
St. Louise Grade School, Clarksville
St. John Neumann Regional School, Cumberland
Mother Seton Grade School, Emmitsburg
Holy Family Grade School, Hillcrest Heights
St. John Grade School, Hydes
Holy Redeemer School, Kensington
St. Clement Grade School, Lansdowne
Our Lady Star of the Sea School, Solomons

MASSACHUSETTS
St. Casimir Grade School, Brockton
St. Mary's Elementary School, Clinton
St. Peter School, Dorchester
East Boston Central School, East Boston
St. Anthony Grade School, Everett
St. Jean Baptiste School, Fall River
St. Tarcisius Elementary School, Framingham
Sacred Heart Grade School, Lowell
St. Stanislaus Grade School, Lowell
St. Angela School, Mattapan
Sacred Heart/Notre Dame School, Pittsfield
St. Patrick Grade School, Roxbury
Little Flower School, Somerville
Our Lady of Mt. Carmel School, Springfield
St. Mary's Grade School, Ware
St. Anne Elementary School, Webster
St. John the Evangelist, Wellesley Hills

MICHIGAN
St. Frances Cabrini Elementary, Allen Park
St. Mary Grade School, Big Rapids
Our Lady of Grace School, Dearborn
Sacred Heart Grade School, Dearborn
St. Christopher Grade School, Detroit
St. Robert Bellarmine School, Detroit
St. Veronica Grade School, Eastpointe
St. John School, Essexville
St. Michael Grade School, Grand Ledge
St. Anthony Grade School, Grand Rapids
St. Jude Grade School, Grand Rapids
St. Paul Catholic School, Grosse Pointe
St. Florian Grade School, Hamtramck
St. Stanislaus Grade School, Jackson
Christ the Good Shepherd School, Lincoln Park
Holy Cross Grade School, Marine City
Menominee Catholic Central School, Menominee
St. Brigid School, Midland
St. Mary School, Mt. Morris
St. Stephen Grade School, New Boston
St. Mary of the Lake School, New Buffalo
St. Margaret Grade School, Otsego
St. Paul Grade School, Owosso
St. Cyprian Grade School, Riverview
Holy Innocents Grade School, Roseville
St. Josaphat Grade School, Saginaw
St. Bede Catholic Grade School, Southfield
St. Cyril of Jerusalem School, Taylor

St. Francis Grade School, Traverse City
St. Therese Grade School, Wayland
St. Mary Grade School, Williamston
Holy Name Grade School, Wyoming

MINNESOTA
Christ the King School, Browerville
Epiphany Grade School, Coon Rapids
Delano Catholic School, Delano
St. John's Elementary School, Duluth
Sacred Heart Grade School, East Grand Forks
St. Eloi Grade School, Ghent
All Saints School, Lakeville
St. Charles Borromeo School, Minneapolis
Holy Redeemer School, Montgomery
St. Joseph Grade School, Moorhead
St. Vincent De Paul School, Osseo
St. Peter's School, Richfield
SS. Peter and Paul Grade School, Richmond
St. Joseph Grade School, Rosemount
St. Odilia Grade School, Shoreview
St. Raphael Catholic Grade School, Springfield
SS. Peter, Paul and Michael School, St. Cloud
Maternity of Mary-St. Andrew School, St. Paul
St. Felix Grade School, Wabasha
St. Joseph Grade School, Waconia
St. Pius X Grade School, White Bear Lake

MISSISSIPPI
St. Mary School, Columbus
St. Gabriel School, Mound Bayou

MISSOURI
St. Agnes Grade School, Bloomsdale
St. Paul Grade School, Fenton
SS. John and James School, Ferguson
St. Mary Grade School, Glasgow
Holy Family Grade School, Independence
St. Peter Grade School, Jefferson
Our Lady of Peace School, Kansas City
Our Lady of the Angels School, Kansas City
St. Joseph School-Kimmswick, Kimmswick
St. Peter Grade School, Kirkwood
Most Precious Blood Grade School, Lemay
St. George Grade School, Linn
St. Peter Grade School, Marshall
Immaculate Conception School, Old Monroe
Guardian Angel Grade School, Oran
Immaculate Conception School, Springfield
Holy Innocents Grade School, St. Louis
Our Lady of the Presentation School, St. Louis
Queen of All Saints School, St. Louis
St. Ambrose School, St. Louis
St. George Grade School, St. Louis
Sacred Heart Grade School, St. Mary
Sacred Heart Grade School, Valley Park
Holy Redeemer Grade School, Webster Groves
St. Patrick Grade School, Wentzville

MONTANA
Blessed Trinity Catholic School, Great Falls
St. Mary's Catholic School, Livingston

NEBRASKA
Holy Trinity Grade School, Hartington
St. Cecilia Grade School, Omaha
St. Richard Grade School, Omaha
St. John Grade School, Plattsmouth
Spalding Academy, Spalding
St. Mary's Elementary School, Wayne

NEVADA
Sacred Heart Elementary School, Ely

NEW HAMPSHIRE
St. Casimir School, Manchester
Nashua Catholic Junior High School, Nashua

NEW JERSEY
Berlin Regional Catholic School, Berlin
St. Thomas the Apostle School, Bloomfield
Holy Name Grade School, Camden
Pope John Paul II School, Clifton
St. Brendan Grade School, Clifton
St. Raymond Grade School, East Rockaway,
St. Rose of Lima Academy, East Hanover
St. Nicholas School, Egg Harbor
St. Cecilia Grade School, Englewood
St. Mary School, Gloucester
St. Gregory the Great School, Hamilton Square
Christ the King Grade School, Hillside
St. Veronica Grade School, Howell
Assumption and All Saints School, Jersey City
Our Lady of Mt. Carmel School, Jersey City
Our Lady of the Magnificat School, Kinnelon
St. Michael Grade School, Lyndhurst
Our Lady of Perpetual Help School, Maple Shade
St. Joseph's Grade School, North Plainfield
St. Columba Grade School, Newark
St. Lucy Filippini Academy, Newark
Perth Amboy Catholic School, Perth Amboy
St. Joseph Grade School, Princeton
Stuart Country Day Grade School, Princeton
St. Stanislaus Grade School, Sayreville
Sacred Heart School, South Plainfield
St. Luke Grade School, Stratford
St. Therese Grade School, Succasunna
Our Lady of Consolation School, Wayne
Our Lady of Mercy Grade School, Whippany
St. Ann Regional School, Wildwood

NEW MEXICO
San Diego Mission School, Jemez Pueblo
Holy Cross School, Santa Cruz

St. Anthony Indian Grade School, Zuni

NEW YORK
Blessed Sacrament Grade School, Albany
St. Patrick Grade School, Bay Shore
Blessed Sacrament Grade School, Bronx
Christ the King Grade School, Bronx
St. Jerome Grade School, Bronx
St. Theresa Grade School, Bronx
Villa Maria Academy, Bronx
Regina Pacis Grade School, Brooklyn
SS. Cyril and Methodius School, Brooklyn
St. Catherine of Genoa School, Brooklyn
St. Jerome School, Brooklyn
St. John Cantius Grade School, Brooklyn
Catholic Academy of West Buffalo, Buffalo
St. Mary's Academy, Champlain
Our Lady of Sorrows Grade School, Corona
Northern Chautauqua Catholic School, Dunkirk
Immaculate Conception School, Fayetteville
Our Lady of Victory School, Floral Park
Mary's Nativity School, Flushing
Sacred Heart Grade School, Glendale
St. John Grade School, Goshen
St. Stephen Grade School, Grand Island
Sacred Heart Seminary, Hempstead
St. Nicholas Tolentine School, Jamaica
Blessed Sacrament Grade School, Johnson City
Our Lady of Victory Grade School, Lackawanna
Holy Family School, Leroy
Lockport Catholic School, Lockport
Most Precious Blood School, Long Island City
Trinity Catholic Grade School, Massena
St. Joseph Grade School, Millbrook
Sacred Heart Grade School, North Merrick
Holy Spirit Grade School, New Hyde Park
Iona Grade School, New Rochelle
Epiphany Grade School, New York
Our Lady of Good Counsel School, New York
St. Catherine of Genoa School, New York
St. Stephen of Hungary School, New York
St. Dominic Elementary School, Oyster Bay
La Salle Regional School, Plainview
Corpus Christi Grade School, Port Chester
Our Lady of the Cenacle School, Richmond Hill
Holy Rosary Grade School, Rochester
Northeastern Catholic Junior High School, Rochester
St. Madeleine Sophie Grade School, Schenectady
Maria Regina School, Seaford
Our Lady of Hamptons School, Southampton
Most Holy Rosary Grade School, Syracuse
St. Ann Grade School, Syracuse
Transfiguration School, Tarrytown
Our Lady of Victory School, Troy
Holy Ghost School, Tupper Lake
Queen of Heaven Grade School, West Seneca
SS. Peter and Paul Grade School, Williamsville
St. Anthony Grade School, Yonkers

NORTH CAROLINA
St. Ann School, Charlotte
Our Lady of Perpetual Help School, Rocky Mount

NORTH DAKOTA
St. Joseph Grade School, Devil's Lake
St. Vincent De Paul School, Mott

OHIO
Immaculate Conception School, Akron
St. Joseph Grade School, Amherst
Cardinal Pacelli Grade School, Cincinnati
Nativity Grade School, Cincinnati
St. Ignatius Loyola School, Cincinnati
St. Margaret Mary Grade School, Cincinnati
Our Lady of Peace Grade School, Cleveland
SS. Philip and James Grade School, Cleveland
St. John Nepomucene Grade School, Cleveland
St. Mary Byzantine School, Cleveland
Holy Spirit Grade School, Columbus
St. James the Less Grade School, Columbus
St. Mary Elementary/Middle School, Columbus
Precious Blood School, Dayton
St. John Evangelist School, Delphos
St. Peter Grade School, Huron
St. Bernadette Grade School, Lancaster
St. Anthony Padua Grade School, Lorain
St. Mary Grade School, Mansfield
St. Wenceslas Grade School, Maple Heights
St. Joseph School, Mogadore
Blessed Sacrament School, Newark
SS. Mary and Joseph School, Newton Falls
St. Francis Grade School, Parma
St. Rose Elementary School, Perrysburg
St. Bernard Grade School, Springfield
St. Mary's Central Grade School, St. Clairsville
Gesu Grade School, Toledo
Queen of Apostles School, Toledo
St. James Grade School, Waynesburg
All Saints of St. John Vianney, Wickliffe
St. Sylvester Grade School, Woodsfield
St. Dominic Grade School, Youngstown

OREGON
Madeleine School, Portland
St. Thomas More School, Portland
St. Luke's Grade School, Woodburn

PENNSYLVANIA
St. Francis of Assisi Grade School, Allentown
St. Therese of the Child Jesus School, Altoona
Ambler Catholic Grade School, Ambler
St. Columba Grade School, Bloomsburg
St. Pius X Grade School, Broomall
St. Rose Grade School, Carbondale

Coatesville Area Catholic School, Coatesville
St. Joseph Grade School, Collingdale
St. Joseph Elementary School, Coraopolis
St. George Catholic School, Erie
Villa Maria Elementary School, Erie
St. Genevieve Grade School, Flourtown
St. Patrick Grade School, Gallitzin
St. Joseph Grade School, Hanover
St. Catherine Laboure Grade School, Harrisburg
Sacred Heart Grade School, Havertown
St. Joseph Memorial Grade School, Hazelton
St. Bernard Grade School, Indiana
Our Mother of Sorrows School, Johnstown
St. Basil the Great School, Kimberton
Sacred Heart Grade School, Lancaster
Seton Elementary School, Meadville
St. Mary School, Nanty Glo
St. Mary Grade School, New Kensington
Epiphany of Our Lord School, Norristown
St. Irenaeus School, Oakmont
Christ the King Grade School, Philadelphia
Mater Dolorosa School, Philadelphia
St. Francis Xavier School, Philadelphia
St. George Grade School, Philadelphia
St. Hughs Grade School, Philadelphia
St. John Cantius Grade School, Philadelphia
St. Josaphat Grade School, Philadelphia
St. Mary of Czestochowa School, Philadelphia
St. Paul Grade School, Philadelphia
Stella Maris School, Philadelphia
Our Lady of Grace School, Pittsburgh
Sacred Heart Elementary School, Pittsburgh
St. Basil Grade School, Pittsburgh
St. Catherine Grade School, Pittsburgh
St. Gabriel Grade School, Pittsburgh
St. John Neumann Regional Catholic Elementary School, Pittsburgh
St. Paul Cathedral School, Pittsburgh
St. Sylvester Grade School, Pittsburgh
St. John the Baptist Elementary School, Pittston
St. Peter Grade School, Pottstown
St. Eugene Grade School, Primos
St. Peter Grade School, Reading
St. Leo's Grade School, Ridgway
Queen of Peace Consolidated School, Shamokin
St. Peter Grade School, Somerset
St. Kevin Grade School, Springfield
St. Agnes Grade School, West Chester
St. Alexis Grade School, Wexford
Christ the King Grade School, Whitehall
SS. Nicholas and Mary Elementary School, Wilkes-Barre
St. James School, Wilkinsburg
St. Rose of Lima Grade School, York

PUERTO RICO
Colegio Angeles Custodios, Rio Piedras

RHODE ISLAND
Cranston-Johnson Catholic Regional School, Cranston
Our Lady of Consolation School, Pawtucket
St. Philomena School, Portsmouth
Blessed Sacrament School, Providence

SOUTH CAROLINA
Divine Redeemer Grade School, Hanahan
St. Andrew's Catholic School, Myrtle Beach
Our Lady of Peace Grade School, North Augusta

SOUTH DAKOTA
Holy Cross Grade School, Ipswich
Sacred Heart Grade School, Yankton

TENNESSEE
Overbrook Grade School, Nashville
St. Pius X Grade School, Nashville
St. Mary's Grade School, Oak Ridge

TEXAS
Our Lady of Guadalupe Elementary School, Amarillo
St. Theresa School, Austin
St. Anne Tri-Parish School, Beaumont
Archbishop Oscar Romero Junior High School, Corpus Christi
James L. Collins Catholic School, Corsicana
St. Pius X Grade School, Dallas
St. Pius X Grade School, El Paso
St. Andrew's Catholic School, Fort Worth
Immaculate Heart of Mary School, Houston
St. Jerome Grade School, Houston
St. Gertrude Grade School, Kingsville
Mary Help of Christians School, Laredo
St. Joseph Grade School, Marshall
Oratory Academy of St. Philip Neri, Pharr
Holy Spirit Grade School, San Antonio
St. Luke's Catholic Grade School, San Antonio
Notre Dame Elementary School, Wichita Falls

UTAH
St. Vincent Grade School, Salt Lake City

VERMONT
St. Michael's School, Brattleboro
Christ the King Grade School, Rutland

VIRGINIA
St. Louis Catholic School, Alexandria
St. Michael Elementary School, Annandale
Sacred Heart Grade School, Danville
St. Luke Grade School, McLean
Our Lady of Mt. Carmel School, Newport News
All Saints Grade School, Richmond
Star of the Sea Grade School, Virginia Beach
Aquinas School, Woodbridge

WASHINGTON
Sacred Heart Grade School, Bellevue
St. Joseph Grade School, Chehalis
St. Mary Magdalen School, Everett
St. Monica Grade School, Mercer Island
Holy Family Grade School, Seattle
St. Mary Grade School, Spokane
Trinity Catholic School, Spokane
St. Paul Cathedral Grade School, Yakima

WEST VIRGINIA
St. Joseph Grade School, Huntington
Sacred Heart of Mary School, Weirton
Wheeling Catholic Elementary School, Wheeling

WISCONSIN
St. John Grade School, Antigo
St. Mary Grade School, Bear Creek
St. Charles Grade School, Cassville
Notre Dame Middle School, Chippewa Falls
St. Jerome Grade School, Columbus
St. Andrew's Grade School, Delavan
All Saints Grade School, Denmark
St. Peter the Fisherman School, Eagle River
Holy Cross Grade School, Green Bay
St. Philip School, Green Bay
St. Mary Grade School, Greenwood
St. Mary Parish School, Hales Corners
St. Charles Grade School, Hartland
St. Mary Grade School, Hilbert
SS. Peter and Paul Grade School, Hortonville
St. Peter Grade School, Kenosha
St. James Grade School, LaCrosse
St. Charles Grade School, Lena
Our Lady Queen of Peace School, Madison
St. Anastasia Grade School, Madison
St. Joseph Elementary School, Manitowoc
St. Mary Elementary School, Mayville
Holy Rosary Grade School, Medford
Blessed Sacrament School, Milwaukee
Holy Spirit Grade School, Milwaukee
Mother of Good Counsel School, Milwaukee
St. Charles Borromeo School, Milwaukee
St. Matthias Elementary School, Milwaukee
St. Sebastian Grade School, Milwaukee
SS. Andrew and Thomas School, Potosi
St. John's Catholic School, Princeton
St. Lucy Grade School, Racine
St. Bridget's Grade School, River Falls
St. Mark School, Rothschild
St. John the Baptist School, Seymour
Christ Child Academy, Sheboygan
St. John the Evangelist School, Spring Green
St. Francis Solanus School, Stone Lake
St. Joseph Grade School, Stratford
Corpus Christi School, Sturgeon Bay
St. Sebastian Grade School, Sturtevant
St. Bernard School, Wauwatosa
St. Mary Grade School, West Bend
Holy Family Parish School, Whitefish Bay

UNIDENTIFIED SCHOOLS
Two such schools responded

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